DSA Stage: ***Syllable Juncture***

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| Sort # | Feature | Discovery | Resources |
| 1 | SJ-Additional-Compound Words | **Some words are made of two whole words and are called compound words. The word parts in compound words often help you think about the meaning.** Spellings may not look correct, but are correct because the spelling contains the meaning. | MOW pg. 23 |

DSA Stage: ***Syllable Juncture***: Doubling with –ing or -ed

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| Sort # | Feature | Discovery | Resources |
| 2 | K | **Base words with the VCC and VVC pattern there is no change when you add –*ing* to show present tense.**  **Base words with VCe patterns you need to drop the final e and add –*ing* to show present tense.** | Mindful of Words p. 26 and 27  Sort p. 34 |
| 3 | K | **Base words with the VCC and VVC patterns there is no change when you add -*ed* to make the word past tense**  **Base words with VCe patterns you need to drop the e and add -*ed* to make the word past tense.**  Oddballs: Some words form the past tense in irregular ways. | Mindful of Words p. 27 and 28  Sort p. 35 |
| 4 | K | Base words with the VCC and VVC pattern there is no change when you add –*ing* to show present tense.  Base words with VCe patterns you need to drop the final e and add –*ing* to show present tense.  **Base word with CVC patterns you double the final consonant before adding the –*ing*** **to show present tense.** | Mindful of Words p. 28 and 29  Sort p. 36 |
| 5 | K | Base words with the VCC and VVC pattern there is no change when you add -*ed* to make the word past tense.  Base words with VCe patterns you need to drop the e and add either -ed to make the word past tense.  **Base word with CVC patterns you double the final consonant before adding the –ed to make the word past tense.** | Mindful of Words p. 29 and 30  Sort p. 37 |
| 6 | K | **R-Controlled vowels follow the same principals when adding –ed to make past or present tense.**  Base words with the VCC and VVC pattern there is no change when you add -*ed* to make the word past tense with r-controlled vowels.  Base words with VCe patterns you need to drop the e and add either -*ed* to make the word past tense with r-controlled vowels.  Base word with CVC patterns you double the final consonant before adding the -ed to make the word past tense with r-controlled vowels. | Mindful of Words p. 31 and 32  Sort p. 38 |
| 7 | K | **Review Principles:**  Base words with the VCC and VVC pattern there is no change when you add –ing (to make present tense) and –ed (to make past tense) .  Base words with VCe patterns you need to drop the e and add either –ing (to make present tense) and –ed (to make past tense) .  Base word with CVC patterns you double the final consonant before adding the –ing (to make present tense) and –ed (to make past tense) . | Mindful of Words p.32 and 33  Sort p. 39 |

DSA Stage: ***Syllable Juncture*** -Plurals, Comparative & Superlatives

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| Sort # | Feature | Discovery | Resources |
| 8 | Plurals with –s and –es | **Plural means more than one.**  **Add -s to some words to make them plural.**  **Add -*es* to words that end with x, ch, sh, s, ss, tch, and z to make them plural.** | Mindful of Words  Pages 40-41 & 43 |
| 9 | More plurals | **Add s to words that end in a vowel and y to make them plural like turkeys.**  **Change the *y* to *i* and add *es* to words that end in a consonant and *y* to make them plural like cities.**  **Base words with final –f or –fe often change to -v or --ve before –s is added to make the plural like in the word life and lives.**  Oddballs:  Some words have irregular plural forms, and some words use the same spelling for both plural and singular forms, as in deer and goose and geese. | Mindful of Words  Pages 41-42 & 44 |
| 10 | Adding –er and –est to words with no change, e-drop, double, and change y to i | Review doubling/no change principles.  **Add –er to the base word when comparing two things. Add –est to words when comparing three or more things and we are saying it is superior to all others.**  ***Teach comparative & superlative.*** | Mindful of Words  Pages 45-47 |

DSA Stage: ***Syllable Juncture*** Other Syllable Juncture Doubling

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| Sort # | Feature | Discovery | Resources |
| 11 | L | **When a syllable ends in a vowel, the vowel is usually long and the syllable is open in the VCV pattern words like diner [di-ner].**  **When a syllable ends with a vowel and at least one consonant, the vowel sound is usually short and the syllable is closed in the VCCV pattern words like dinner [din-ner].** | Mindful of Words  Pages 48-49 & 57 |
| 12 | L | **The consonants in a closed VCCV pattern across syllables can be the same or different, as in contest and funny. Divide into syllables between the consonants.**  Limit is an oddball because both syllables are closed/short, but there is one consonant between the two syllables. | Mindful of Words  Pages 48 and 51 & 58 |
| 13 | L | When a syllable ends in a vowel, the vowel is usually long and the syllable is open in the VCV pattern words like diner [fa-mous].  The consonants in a closed VCCV pattern across syllables can be the same or different, as in contest and funny. Divide into syllables between the consonants.  **Two vowels together are not always a team; sometimes the vowels are situated across syllable boundaries, creating a VV pattern but with the syllable division between them, as in poet.** | Mindful of Words  Pages 48 and 52 & 59 |
| 14 | L | Review previous discoveries for VCV, VCCV and doublet.  Sometimes consonants that occur at the juncture of syllables forms a team; sometimes vowels act as a team as well. Knowing the syllable rules for open/closed can help know where the word breaks for spelling, pronunciation, and/or meaning.  **When dividing words with three or more consonants at the juncture look for blends or digraphs.**  Discussion regarding oddball words not belonging. | Mindful of Words  Pages 48 and 53 & 60 |
| 15 | L | Review previous discoveries for VCV open, VCCV Doublet, VCCV Different  **The VCV syllable pattern can be long or short. If syllable ends in long vowel sound, the consonant that follows will not be doubled when they write the word.**  **If the syllable is closed and the vowel is short it may or may not be doubled (rabbit/habit).**  **In words with a VCV pattern at the syllable juncture, it is best to consider the syllable open and the vowel sound long and then try identifying it. If that** approach does not produce a recognizable word, the syllable should be considered closed, and a short vowel sound applied. | Mindful of Words  Pages 48 and 55 & 61 |

DSA Stage: ***Syllable Juncture*** Vowels in Stressed Syllables

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| Sort # | Feature | Discovery | Resources |
| INTRO | M-O | **\*Essential Understanding for all subsequent sorts at this stage – not needed for a written discovery, but essential for students to understand and build on.**  Vowel pattern s in the stressed syllable are easier to spell than those in the unstressed syllable because sound provides a clue to the pattern.  Work with the stressed syllable can help when approaching unfamiliar words in their reading. If pronouncing a word one way does not lead to a known word, shift the stress to another syllable and try alternative pronunciations. | Page 62-64 |
| 16 | M | Long and short *a* in stressed syllables. Hearing a long vowel sound can help identify the stressed syllable.  A particular vowel pattern can be stressed in the first syllable or second syllable (and some not at all other words like *chocolate*)  **The vowel is usually long in the stressed syllable.** **Three common long *a* patterns found in stressed syllables are *aCe*, *ai*, and open *a*.** | Mindful of Words  Pages 62, 65-67 & 78 |
| 17 | M | Long and short *e* in stressed syllables. The vowel is usually long in the stressed syllable.  **Three common long *e* patterns found un stressed syllables are *eCe, ee*, and open *e*.**  Although very few one syllable words have the eCe pattern, this is found in the second syllable of numerous polysyllabic words. | Mindful of Words  Pages 62, 68-69 & 79 |
| 18 | M | Long and short *e* in stressed syllables.  **In the stressed syllable the *ea* pattern can produce either a long or short e sound.**  **Sometimes *ie* works as a team and sometimes the letters are in separate syllables (oddball).**  **The sound /v/ at the end of a word is spelled *ve* as in achieve.** | Mindful of Words  Pages 62, 70-71 & 80 |
| 19 | M | Long and short *i* in stressed syllables.  **Three common ways to spell long i in polysyllabic words are *iCe*, *igh*, and open *i*.**  ***iCe* doesn’t always make a long wound, the sound depends on whether or not the syllable is stressed (*excite* versus *justice*).** | Mindful of Words  Pages 72-73 & 81 |
| 20 | M | More long and short *i* in stressed syllables.  ***Y* sometimes acts as a vowel and its sound can be long or short.**  **When *Y* occurs at the end of a syllable it creates an open syllable and has a long vowel sound. *Y* can also make a long e sound.** | Mindful of Words  Pages 73-74 & 82 |
| 21 | M | Long and short *o* in stressed syllables.  **Common long *o* patterns in accented syllables include *oCe*, *ow*, and open *o*. *Oa* and *oCC* are 2 more long o patterns.** | Mindful of Words  Pages 75-76 &83 |
| 22 | M | Long and short *u* in stressed syllables.  **Three patterns that produce the long *u* sound are *uCe*, *oo*, and open u. *VCV* pattern with *u* can be long or short.** | Mindful of Words  Pages 76-77 & 84 |

DSA Stage: ***Syllable Juncture*** R-Controlled Vowel Patterns in Stressed Syllables

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| Sort # | Feature | Discovery | Resources |
|  |  | Remember to review the stress syllable and how it helps you to know/hear the sound for spelling (See intro of feature M) | Page 62 and 1st part of page 85 |
| 23 | N (R-Controlled vowel patterns in stressed syllables) | **Words with the *Vre* pattern have a long vowel pattern with an r-influenced vowel, as in *explore* compared to *explode*.**  **There are often multiple ways to spell a particular *r*-controlled vowel, as in *barely, terrible*, and *therefore*.** | Mindful of Words  Pages 85-86 & 90 |
| 24 | R-Controlled *o* in stressed syllables | **R-controlled vowels with long and short *o* patterns make the same sound, as do the *or*, *ore*, *orr*, and *our* patterns of this sort, as in the words *order*, *ignore*, *sorry* and *resource*.**  **W nearly always influences the sound of *or*, as in *worry* and *worthless*.** | Mindful of Words  Pages 86-87 & 91 |
| 25 | R-controlled *a* in stressed syllables | **There are different ways to spell the *ar* sound, as in *ar*, *air*, *are*, *arr*, as in *prepare*, *fairly* and *carry*.**  **The *ar* sound sounds like the *arrrr* sound a pirate makes.** | Mindful of Words  Pages 87-88 & 92 |
| 26 | R- controlled *ur* in stressed syllables | **There are three different ways to spell the *ur* sound, as in *dirty*, *person*, and *further*.**  **In stressed syllables the /ûr/ sound is usually spelled with *er*, ir, or *ur*.** | Mindful of Words  Pages 88-89 & 93 |
| 27 | R- controlled *e* in stressed syllables | **The *ear* pattern can be pronounced with a short as well as a long r-influenced vowel sound, as in *earning* vs. *clearing*.**  **There are different ways to spell /îr/, including the common *ear*, *ere*, and *ear*.** | Mindful of Words  Pages 89 & 94 |

DSA Stage: ***Syllable Juncture*** Abstract Vowel Patterns in Stressed Syllables

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| Sort # | Feature | Discovery | Resources |
| 28 | N | **The *oi* and *oy* are used to spell the /oi/ sound. *Oy* is usually found at the end of a syllable like employ and loyal.**  **The *ou* and *ow* are used to spell the /ou/ sound. *Ow* is usually used at the end of a syllable as in power and allow.**  **The *ou* and *ow* can be pronounced in many ways. If one doesn’t sound correct try another.** | Mindful of Words p. 95  Sort p. 98 |
| 29 | N | **There are multiple ways of spelling the /ô/ sound, including *au*, *aw*, and *al* as in *laundry*, *awful*, and *also*. *Aw* is usually at the end of a syllable.** | Mindful of Words p. 96  Sort p. 99 |

DSA Stage: ***Syllable Juncture*** Unstressed Syllables

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| Sort # | Feature | Discovery | Resources |
|  | INTRO | Intro Schwa Lesson may be helpful  **\*Important for all subsequent sorts:**  **Vowel patterns in the unstressed syllables are more difficult to spell, because there are many patterns for the schwa sound.** | On Curriculum Website |
| 30 | O | **In words with the –*ace* unstressed final syllable, the a makes a schwa sound like surface.**  **In words with the –age unstressed final syllable, the a makes a schwa sound like manage.**  **In words with the –ain unstressed final syllable, the *ai* vowel blend makes a schwa sound like bargain.**  **ODDBALL**: Engage because the second syllable is stressed so it is a long a. Same with obtain. Practice is spelled ice instead of ace but makes the same sound. | Mindful of Words  Pages 100-101 & 111 |
| 31 | O | **In verbs with the unstressed final syllable, the final syllable is spelled with an (en) like awaken.**  **In nouns with an unstressed final syllable, the final syllable is spelled with an (an, en, in, on) like slogan, dozen, cabin, lemon.**  There are many ways to spell unstressed final syllable /ən/; meaning can be of help, for example, verbs tend to be spelled –*en*, as in *sharpen* and *darken*.  **ODDBALL**: Urban is an adjective in the verb/noun pattern but has an unstressed final syllable spelled with an. | Mindful of Words  Pages 102-103 & 112 |
| 32 | O | **Final /ər/ can be spelled several ways; the most common is –*er*, as in *swimmer* and *cover*.**  In people nouns with an unstressed final syllable, the final syllable is spelled with an *er* or *or* like *brother* or *doctor*.  In other nouns with an unstressed final syllable, the final syllable is spelled with an *er* or *ar* like *finger*, *favor* or *sugar*. | Mindful of Words  Pages 104 & 113 |
| 33 | O | In people nouns with an unstressed final syllable, the final syllable is spelled with an *er* or *or* like *brother* or *doctor*.  **In adjectives with an unstressed final syllable that compare, the adjective is spelled with *er* like *younger*.**  **In other adjectives with an unstressed final syllable, the final syllable is spelled with an *ar* like *stellar*.**  **ODDBALL**: *Beggar* and *Burglar* are oddballs because they are people nouns that are spelled with ar. | Mindful of Words  Pages 105 & 114 |
| 34 | O | **In words that sound like /zher/, the final syllable is spelled -*sure* as in treasure.**  **In words that sound like /cher/ and include a base word that ends in /ch/, the final syllable is spelled**  **-*cher* as in pitcher.; if not, the ending is -*ture* as in *nature* or *creature*.**  **ODDBALL:** Danger and injure are oddballs because the unstressed final syllables make the /cher/ sound but are spelled with a -ger and -jure. | Mindful of Words  Pages 106-107 & 115 |
| 35 | O | **The /əl/ in unstressed syllables can be spelled in several ways (-*al*, -*il*, -*el*, -*le*), but -*le* is the most common spelling.**  **In words that end with –*le* and the final consonant is part of the preceding syllable, -*le* is its own syllable, such as *coup*-*le*;**  **In words that are spelled –*el*, the word is broken into syllables with the last consonant attached to the –*e***l **sound, such as “*can-cel*”.**  **In words with the ending –*al*, you can hear the /a/ sound.** | Mindful of Words  Pages 107 & 116 |
| 36 | O | **In words with the unstressed initial syllable, the vowel makes the schwa sound like alarm, select and consume.**  Notice how the schwa is spelled in an unstressed syllable so you can remember it and ask, “does it look right, sound right, and make sense. | Mindful of Words  Pages 109-110 & 117 |

DSA Stage: ***Syllable Juncture*** Consonant Extensions

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| Sort # | Feature | Discovery | Resources |
| 37 | O | Some consonants stand for two or more sounds.  **The consonants *c* and *g* usually make a hard sound (/k/ and /g/) when followed by *a, o*, or *u*, as in *camera*, *cookie*, *custom*, *gadget*, *gossip*, or *guilty*.**  **The consonants *c* and *g* usually make a soft sound (/s/ and /j/) when followed by *e*, *i*, or *y*, as in *center*, *circle, cycle, gentle, gigantic, or gymnast*** | Mindful of Words  Pages 118-119 & 125 |
| 38 | O | **In words with 2 or more syllables, the final /k/ sound can be spelled with *–ck, -ke, -k*, or *–c*; however, in polysyllabic words, the most common form is *–c* which occurs in many adjectives.** | Mindful of Words  Pages 119-120 & 126 |
| 39 | O | Some consonant letters represent more than one sound.  ***Ch* has many different sounds including: /ch/, /k/, and /sh/. /Ch/ is the most common sound for *ch*.**  ***Ph* is a common spelling for /f/ like in *phone***, but occurs in low-frequency words. | Mindful of Words  Pages 121-122 & 127 |
| 40 | O | Some consonant/vowel letters represent more than one sound.  **In words like *question*, the *qu* sounds like /qw/.**  **In words with a final –*que* like *unique*, the *que* makes the /k/ sound.**  **In words like *penguin*, the *gu* makes the /gw/ sound sound.**  **In words with a final –*gue* like *league*, the *gue* makes the /g/ sound.** | Mindful of Words  Pages 122-123 & 128 |
| 41 | O | **The /sh/ sound in an unstressed final syllable can be spelled with *ci* (like *special*), *si* (like *mansion*), or *ti* (like *motion*).**  **In unstressed final syllables, the *i* sounds like an initial *y*, /y/, as in *onion* and *senior*.** | Mindful of Words  Pages 123-124 & 129 |

DSA Stage: ***Syllable Juncture*** Prefixes and Suffixes

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| Sort # | Feature | Discovery | Resources |
| 42 | O | A prefix is a word part that is added to the beginning of a word to change its meaning. **Prefix *un-* means “not” and *re-* means “back” or “again.”**  Sometimes a doesn’t-look-right spelling can happen when you add a prefix to a base word like *reelect*and *misspell****,*** but writers need to remember that it is meaning that really matters.  Oddballs look as though they have a prefix, but the meaning connection is lacking. | Mindful of Words  Pages 131, 138;  Word Journeys p.160 (extra words) |
| 43 | O | A prefix is a word part that is added to the beginning of a word to change its meaning. **Prefix *dis-* means “opposite of” and *fore-* means “before” or “in front of,” and *mis-*means “to do something wrong.”** Sometimes a doesn’t-look-right spelling can happen when you add a prefix to a base word like ***dissimilar***. Oddballs look as though they have a prefix, but the meaning connection is lacking. | Mindful of Words  Pages 132, 139 |
| 44 | O | A prefix is a word part that is added to the beginning of a word to change its meaning. **Prefix *in-*means “in-into” and also “not” and *non-* means “not” and *pre-*means “before.” Some prefixes have multiple meanings so you have to look at the meaning of the word to use the correct prefix.**  Oddballs look as though they have a prefix, but the meaning connection is lacking. | Mindful of Words  Pages 133, 140;  Word Journeys p. 253 (extra words) |
| 45 | O | A suffix is a word added to the end of a base word to change the word meaning.  ***–ful* means “full of”, *-less* means “without”, and *–ness* means “a state of being”, and *–ly* means “in a certain way”. *–ful, -less*, and *–ly* when added to words change the word to a describing word (adj.-adv.).**  **The suffix *–ness* changes the word to a noun.**  Unlike previous suffix study (e drop, etc.), suffixes that begin with a consonant do not require a change. | Mindful of Words  Pages 135, 141;  Word Journeys pp. 254-255 (extra words) |
| 46 | O | **Adjectives ending in “y” can be formed from many nouns by following the e-drop, doubling, and “no change” rules for –ed and –ing.**  **Just add “y” if if the word includes a team of volwels or ends in more than one consonant** | Mindful of Words  Pages 136,142 |
| 47 | 0 | Pulling all understanding about prefixes and suffixes together. | Mindful of Words  Pages 137, 143 |

DSA Stage: ***Syllable Juncture*** Homophones & Homographs

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| Sort # | Feature | Discovery | Resources |
| 48 | Homophones | Sort 1: **Some words sound the same but look different and have different meanings.**  Sort 2: Sort according to 1st syllable stress, 2nd syllable stress, or no stress. | Mindful of Words: Page 144 & 148-150 |
| 49 | Homophones | Sort 1: **Some words sound the same but look different and have different meanings.**  Sort 2: Sort according to 1st syllable stress, 2nd syllable stress, or no stress. | Mindful of Words:  Page 145-147 & 151-153 |
| 50 | Homophones | Sort 1: **Some words sound the same but look different and have different meanings.**  Sort 2: Sort according to two-syllable pairs, three-syllable pairs, or two-syllable trios. | Mindful of Words:  Page 145-147 & 154-156 |
| 51 | Homographs | Sort 1: **Some words look the same, have a different meaning, and may sound different.**  Syllable stress relates to parts of speech.  Sort 2: **Sort based on 1st stress/nouns and 2nd stress/verbs.** | Mindful of Words:  Page 157 |
| 52 | Homographs | Sort 1: **Some words look the same, have a different meaning, and may sound different.**  Syllable stress relates to parts of speech.  Sort 2: **Sort based on 1st stress/nouns and 2nd stress/verbs.** | Mindful of Words  Page 158-160 |

DSA Stage: ***Syllable Juncture*** Compounds & Hyphenated Words

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| Sort # | Feature | Discovery | Resources |
| 53  (page 179) | Compounds with Substance Words | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted the theme of substance words (air, fire, land and water.)** | Mindful of Words  Pages 165-166 & 179 |
| 54  (page 180) | Compound Words with Space | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted the theme of space words (sun, moon, star, and sky.)** | Mindful of Words  Pages 166-167 & 180 |
| 55 (page 181) | Compound Words with Opposites | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted the theme of opposite words (work, play, day, night.)** | Mindful of Words  Page 168 & 181 |
| 56 (page 182) | Compounds with Around the Home words | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted the theme of home words (home, bed, bath, table, door.)** | Mindful of Words  Page 169 & 182 |
| 57 (page 183) | Compound Position Words | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted the theme of position words (down, up, over, out, under.)** | Mindful of Words  Page 169-170 & 183 |
| 58 (page 184) | Compound words with weather | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted the by theme of weather words (rain, wind, snow, thunder.)** | Mindful of Words  Page 170-171 & 184 |
| 59 (page 185) | Compound food words | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted by the theme of food words. (corn, bean, pea, butter, egg)** | Mindful of Words  Page 172 & 185 |
| 60 (page 186) | Compound color words | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted by the theme of color words. (black, red, white, blue, green )** | Mindful of Words  Page 173 & 186 |
| 61 (page 187) | Hyphenated Compound words | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted by the theme of hyphenated compound words. (body, numbers, sports, heat, cold)**  **Numbers are always hyphenated.**  **When certain compound words are used as an adjective it is hyphenated, however when it is used as a noun it is not hyphenated.** | Mindful of Words  Page 174 & 187 |
| 62  (page 188) | Hyphenated Compound with repeated elements | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted by the theme of hyphenated compound words.**  This sort includes many re-duplications, words formed with doubled parts, that differ in only a single part of the word. Examples are – flip-flop and wishy-washy. | Mindful of Words  Page 176 & 188 |
| 63  (page 189) | States Stress Break | **The two word parts in a compound word help you find the meaning of the whole.**  **These words are sorted by where the stressed syllable occurs in the name of each of the 50 states.**  **For states that contain two words, determine the stress for the poly-syllabic word.** | Mindful of Words  Page 177 & 189 |